

## 2021 National Recovery Annual Teaching Plan in DRAMATIC ARTS: Grade 12. Term 1

Term 1 45 days	Week 1 27-29 January (3 days)	Week 2 1-5 February (5 days)	Week 3 8-12 February (5 days)		ek 4 19 February ays)	Week 5 22-26 February (5 days)	1-5	ek 6 March days)	Week 7 8-12 March (5 days)		Week 8 15-19 March (5 days)	Week 9 23-26 March (4 days)	Week 10 29-31 March (3 days)	
Topic 1	1. Baseline	20th Century 'isms'. (	(6 hours)	<u> </u>										
Topic 2	assessment	Individual Theme/Aud	dition/Technical progra	mme (Di	recting/Film ma	aking/Stage Managen	nent) (10 ho	ırs + 7 hou	rs minimum afte	er school)			REVISION	
Topic 3	2. Revision and Consolidation			Theatre	of the Absurd	d OR Epic Theatre OR	Post-Moder	n Theatre.	(10 Hours)				KEVISION	
Topic 4			Prescribed Play Te			re Movements: Either	: Theatre or	the Absurd	or Epic Theatre	e or Post-Modern	Theatre. (10 hours)			
	BLOOM'S TAXONOMY THEORETICAL LEVEL	S OF KNOWLEDGE	Sanda Dadan						the subject k	The South African CAPS Curriculum aims to create learners that can think critically and creatively the subject knowledge they learn. To develop thinking citizens, teach, learn and assess on every learn.				
	SECTION CREATING	sources or materials to create new perspectives or a new original product	reate, Design, levelop, Find out, ormulate, Make up, lypothesise, Plan, ormulate, Produce	Thinking	NATURALISING W	40P 1	Flawless, No errors, Create, Invent	A++ 95%-100% A+ 90% - 95% A 80% - 90%	Bloom's: Re	emembering, under	tical or practical, the taxor alysing, evaluation and cr n and naturalisation	xonomies of: I creating		
	Thinking Meta	standards, comparing ideas and identifying the strengths and	udge, (alue, efend, compare the value of	Meta Thinking		ctions are performed in a armonious and coordinated manner	Adapt, Combine, Master, Modify, Revise, Adjust, Customise, Solve	B 70% - 79%	Eva	aluate how social, I wars, inform theatr	ckground and context of modern drama al, historical, political and economic contexts, and events such atre ody skills and techniques oping mastery of different styles and modes of performance Theatre of the Absurd or Epic Theatre or Post -Modern Theatre ethe key features and conventions of this Dramatic Movement			
Core Concepts, Skills, Knowledge and Values	Thinking Thinking Misirana Marking Thinking Misirana Marking Misirana Mark	theories, linking evidence, and seeing relationships between parts or something	compare, ifferentiate, elect, Point out, categorise, Classify	rocedural	PRECISION PO	ctions are more precise but with still ome errors. Precision is not erfection. It is to be clear, rticulated, accurate, correct,	Perform skilfully, Proficient, Becoming an expert	C 60% - 69%	Topic 3: Und	monstrate develop derstand either The anti-realism				
values	APPLYING	situation  Describing what knowledge	elect, Sketch olve, Use, lemonstrate, lemonstrate, ummarise.  40%-59%	Pr	MANIPIII ATING	'controlled', smooth and with finesse  Actions are performed from memory and from instruction learnt	Implement, Demonstrate, Re-create, Repeat	D 40% -49%	Eva Sel	Evaluate the playwrights and practitioners of the Dramatic Movement you have Selected				
	Pactual Thinking MEMORISING	means, finding the main ideas, summarising or explaining new ideas and their trends and significance  Remembering the concepts, content, knowledge, skills,	xplain, lustrate, sive examples  ist, lame, emember 0%-29%	C Ictual Thinking	Th W GIMITATING	he learner is learning or has learnt to ratch and copy instructions and ctions. Actions consist of concepts, ontent, values, attitudes, skills,	Perform, Execute, Present Repeat, Duplicate, Reproduce, Imitate, Copy	F 20% - 39% G 10 - 19% H 0 - 9%	pro follo Me Eliz Poo	prose/praise poem/storytelling/mime/physical theatre etc. in either of following genres: African Drama, Forms, Greek Theatre, Commedia Medieval Theatre, Indian Theatre, South African, Realism in the Theatre, Expressionist Theatre, Pan Afroor Theatre, South African Theatre Pre- 1994, Theatre of the Abs	e of the ell Arte, tre, an Theatre,			
Requisite Pre- Knowledge	Grade 10 and 11 Theor	your subject etical and Practical Conc	,	lues, Attit		rinciples in the subject		II V-776	] Ine	eatre, Postmodern	Theatre, South Africar	n Theatre Post 1994		
Resources (other than textbook) to ensure effective learning, teaching and assessment	<ol> <li>Teacher qualificat</li> <li>Venue and Equipr</li> <li>Academic excursi</li> </ol>	'school concert'. It inent: Dedicated Dramati learner journal. No on: The Principal, Circual learners of a live	ch this subject must have eacher or a teacher 'inte is a subject with high lo ic Arts rehearsal room/do te the subject does NOT uit Manager and teacher e Professional Theatre	a minimurested' in evels of couble class require li of the sch	um of a three-you Drama will not drama skills and assroom with wood ghting equipmen and must budge ance at a Profe	ear Bachelor's degree be qualified to prepare nd techniques as well oden floor, 4 wooden C ent, costumes and make et in the school's Norm essional Theatre.	e in Drama. The learners for the learners and Standard Standa	This is a spe the rigour of the rigour of th	cialised subject w subject content. mic and theoret DVDs of Play Tex are in standard bl	with difficult theoret The subject is not of tical concepts and exts, Play Texts, lead lack track suit pants	ical concepts. equivalent to the I content Irner workbook s and t-shirts.	um of rehearsals		
Informal Assessment		ally and directly engage truse the Learner workbo						are re-teach	na is required					
School Based	·	TUSE LIE LEATHET WORKDO	ions and the Leather Jou	iiilais ailu	ueterrille Wile	ne me cumculum gaps				n and to which exte	nd and level to set ass	essment / examinations.	are stipulated in the following	
Assessment	TASK 1 Performance Assessn	nent Task (PAT) 1					I	ject docum	ents:			estimone, oxaminationo,	apparated in the following	
(Formal Internal	Written Section: Jo	urnal (25 marks)					1.		and Assessmen ce Assessment T	nt Policy Statement				
Assessment)	Performance Section	on: Dramatic Item 1 (25 n	marks)				3.		on Guidelines	ask Guiutiiiits				



## 2021 National Recovery. Annual Teaching Plan. DRAMATIC ARTS. Grade 12. Term 2

Term 2	Wee		Week 2 19 - 23 April	Week 3 28 -30 April		Veek 4 · 7 May		Veek 5 - 14 May		ek 6 21 May		Week 24 - 28 N		Week 8	Week 9 7 – 11 June	Week 10 14 – 18 June	Week 11 21 – 25 June
51 days	(4 da		(5 days)	(3 days)		days)		5 days)		days)		(5 days			(5 days)	(4 days)	(5 days)
Topic 5	Prescribe	d Play Text. S	South African Thea	tre. (1960 – 1994	). (10 hours	)			-								
Topic 2	Theme/Au	udition/Techn	ical Programme. (1	6 hours minimu	n) **Techni	cal: Desig	ın (costume	e/lighting/make	up/set),	Directing, F	Film,	Stage M	anagem	ent.		REVISION	REVISION
Topic 6							South A	African Contem	porary 1	Theatre. Pos	st 19	94). (8 h	ours)				
		AXONOMY: CAL LEVELS OF		, Create, Design,	I	TAXONOMY: CAL AND TEC		/LEDGE	A++	95%-100%	creativ	ely about the subject k	S Curriculum aims to create learners that can think critically and oject knowledge they learn. To develop thinking citizens, teach, learn vel of both, depending on whether the content is the theoretical or				
	a Thinking	CREATING	Synthesise ideas from differer sources or materials to create new perspectives or a new original product	Formulate, Make up, Hypothesise, Plan, Formulate, Produce	90%-100%	Thinking	NATURALISING	A high level of creative of innovative performance with actions becoming in and second nature	vative performance is achieved actions becoming integrated		A+	90% - 95% 80% - 90%	practic Bloom	al, the taxonomies of:  al's: Remembering, und  : Imitating, manipulatir	erstanding, applying,	analysing, evaluation	
Core	Met al Thinking	EVALUATING  Judging the value of content, based on cr standards, comparing identifying the streng weaknesses of scholor		and Defend,	80%-90%	Meta	ARTICULATING	Actions are performed in harmonious and coordin		Adapt, Combine, Master, Modify, Revise, Adjust, Customise, Solve	В	70% - 79%		5: Analyse and evaluate Note: Refer to Grad	te the South African F le 11 work: Realism ir		p Theatre
Concepts, Skills, Knowledge, Values,	Procedur	ANALISING	Examining the research on theories, linking evidence, an seeing relationships between parts or something		60%-79%	ocedural i i ninking	PRECISION	Actions are more precise but with still some errors. Precision is not perfection. It is to be clear, articulated, accurate, correct,		Perform skilfully, Proficient, Becoming an	С	60% - 69%		or Poor Theatre as a 2: Create a Theme/Aud 6: Examine South Afric Demonstrate knowledge of the contract of the	dition or Technical pro can Theatre Post-Apa	rtheid	and groups
attitudes and techniques	ceptual T	APPLYING	Describing what knowledge means, finding the main ide summarising or explaining ideas and their trends and	Select, Sketch Solve, Use, Demonstrate, Organise	40%-59%	Pr	ALA A MIRIM A TIMO	'controlled', smooth and	d with finesse	expert Implement, Demonstrate,	-	40% -49%		Demonstrate knowledge of important contemporary playwrights and groups Identify key features and conventions of contemporary Theatre in South Afric Understand purposes of Theatre in society			
	Con	UNDERSTANDING			30%-39%	Con Thinking	MANIPULATING	and from instruction learnt  The learner is learning or has learnt t		Re-create, Repeat, Perform, Execute, Present Repeat,		50% - 59%	Note:	prose/praise poem/s	storytelling/mime/phys	ect a monologue/poem/prose/dramatised ohysical theatre etc. in either one of the ns, Greek Theatre, Commedia dell Arte,	
	Factual Th	MEMORISING	significance  Remembering the concepts, content, knowledge, skills, values, attitudes, techniques, characteristics and principles	List, Name, Remember,	0%-29%		IMITATING	watch and copy instruct actions. Actions consist content, values, attitude techniques, characterist	tions and of concepts, es, skills,	Duplicate, Reproduce, Imitate, Copy	G	20 % - 39% 10 - 19% 0 - 9%		Medieval Theatre, Indian Theatre, South African, Realism in the Theatre Elizabethan Theatre, Asian Theatre, Expressionist Theatre, Pan African Poor Theatre, South African Theatre Pre- 1994, Theatre of the Absurd, E			
Requisite Pre- Knowledge	e Grade 10, 11 and 12 Theoretical and Practical Concepts, Skills, Content, Values, Attitudes, Techniques, Principles, Characteristics																
Resources (other than textbook) to ensure			after school  n: Teachers who teac  The Creative Arts to	h this subject must eacher or a teacher	have a minim 'interested' i	num of <b>a th</b> n Drama wi	ree-year Bac	chelor's degree in	n Drama. arners for	This is a spe the rigour of	cialis subje	ed subject	with diffic . The subj	f Theory CKSV + 1 ho bult theoretical concepts ject is not equivalent to	<b>3</b> .	arsais	
effective learning, teaching and			nt: Dedicated Dramati learner journal. No	c Arts rehearsal roote the the subject does	m/double cla NOT require	issroom wit lighting eq	th wooden flou uipment, cost	or, 4 wooden Cub umes and make u	ic's, 4 flat up. The pe	s, Textbook, erformances a	DVDs are in	s of Play T standard	exts, Play black trac	cepts and content Texts, learner workbook suit pants and t-shirts arrange the attendance	i.		
assessment			al learners of a live	e Professional The	atre Perforn	nance at a	Professiona	l Theatre.		100 011	ic tion	tot por loui	nor, and c	arrange the attendance	<u> </u>		
Informal Assessment		•	y and directly engage to se the Learner workbo	•						nere re-teachi	ing is	required.					
School Based Assessment (Formal Internal Assessment)	TASK 2 Performan • Writte • Perfor	<ul> <li>Performance Assessment Task (PAT) 2</li> <li>Written Section: Research/Essay (25 marks)</li> <li>Performance Section: Dramatic Item 2 (25 marks)</li> </ul> TASK 3 No June Examination or Control Test: Written								All the detail of what, how, when and to which extend and level to set assessment / examinations, are stipulated in the followir subject documents:  1. Curriculum and Assessment Policy Statement 2. Performance Assessment Task Guidelines 3. Examination Guidelines						pulated in the following	
		xamination or	Control Test: Perfor	mance													



## 2021 National Recovery. Annual Teaching Plan. DRAMATIC ARTS. Grade 12. Term 3

Term 3 52 days	Week 1 13 - 16 April	Week 2 19 - 23 April	Week 3 28 -30 April	Week 4 2 - 6 Augus	st	Week 5 10 - 13 Augus		st 23	Week 7 3 -27 August	Week 8 30 Aug – 3 Sept	Week 9 6 -10 Sept	Week 10 13-17 Sept	Week 11 20-23 Sept		
Topic 7	(4 days) Prescribed Play T	(5 days) ext 3. South African (	(3 days) Contemporary Theatr	(5 days) e. (Post 1994). (	10 ho	(4 days) urs)	(5 days)		(5 days)	(4 Days)	(5 days)	(5 days)	(4 days)		
Topic 2	Theme/Audition/Technical Programme. (14 hours minimum)  **Technical: Design (costume/lighting/make up/set), Directing, Film, Stage Management.  DAVE'S TAXONOMY:    DAVE'S TAXONOMY:   D														
		Y:	TI 0 11 AC: 0												
	CREA	different o create I new Create I new Create Formulate, Make up, Hypothesise, Plan, Formulate, Produce	90%-100%		NATURALISING with o	level of creative and titive performance is achieved ctions becoming integrated econd nature	Flawless, No errors, Create, Invent	A++ 95%-100% A+ 90% - 95% A 80% - 90%	The South African CAPS Curriculum aims to create learners that can the and creatively about the subject knowledge they learn. To develop thin teach, learn and assess on every level of both, depending on whether the theoretical or practical, the taxonomies of:			velop thinking citizens,			
Core Concepts,	Meta	identifying the strength weaknesses of scholar	eria or i ideas and hs and rly work  Juage, Value, Defend, Compare the value o		Thinking g		s are performed in a nious and coordinated manner	Adapt, Combir Master, Modify, Revise, Adjust, Customise, Solv	, B 70% - 79%	Bloom's: Remembering, understanding, applying, analysing, evaluation and creating  Dave's: Imitating, manipulating, precision, articulation and naturalisation					
Skills, Knowledge, Values, attitudes	Procedu Thinking	parts or something	nce, and etween Select, Point out, Categorise, Classify	60%-79%	Procedural at Ininkin	PRECISION some perfect articut	s are more precise but with still errors. Precision is not tion. It is to be clear, ated, accurate, correct,	Perform skilfully Proficient, Becoming an expert	C 60% - 69%		Topic 7: Analyse and evaluate the Play Text.  Topic 2: Create an Audition/Theme or Technical Programme  Note: For the PAT's Dramatic Item three, select a monologue/poem/prose/dram prose/praise poem/storytelling/mime/physical theatre etc. in either one of following genres: African Drama, Forms, Greek Theatre, Commedia dell A				
and techniques	Conceptual	Ving ideas in new war applying theories to re situation  Describing what know means, finding the ma	Solve, Use, Demonstrate, Organise  Redge Summarise,	40%-59%	Conceptu	AAANIBIII ATING Action	olled', smooth and with finesse s are performed from memory om instruction learnt	Implement, Demonstrate, Re-create, Rep Perform, Execute, Presei	E 50% - 59%	prose/praise					
	TSABOUN Factual Thinkir	ANDING summarising or explain ideas and their trends significance Remembering the concontent, knowledge, so values, attitudes, technicharacteristics and principles.	ning new and Illustrate, Give examples  ncepts, List, Name, niques, Remember.	0%-29%	actual Thinkir	watch action IMITATING conte	The learner is learning or has learnt to watch and copy instructions and actions. Actions consist of concepts, content, values, attitudes, skills,		F 20 % · 39% G 10 - 19% H 0 - 9%	Medieval Theatre, Indian Theatre, South African, Realism in the Theatre, Elizabethan Theatre, Asian Theatre, Expressionist Theatre, Pan African Theatre, Poor Theatre, South African Theatre Pre- 1994, Theatre of the Absurd, Epic Theatre, Postmodern Theatre, South African Theatre Post 1994					
Requisite Pre- Knowledge	Grade 10, 11 and 1	your subject	ctical Concepts, Skills,	Content, Values,	, Attitu		Principles, Charac	teristics							
Resources (other than textbook) to ensure effective learning, teaching and assessment	1. Curriculum Coverage: Hours: Every week, for a 5-day cycle per week, teachers MUST teach a minimum of 2 hours of Practical CKSV + a minimum of 2 hours of Theory CKSV + 1 hour minimum of rehearsals after school  2. Teacher qualification: Teachers who teach this subject must have a minimum of a three-year Bachelor's degree in Drama. This is a specialised subject with difficult theoretical concepts. The Creative Arts teacher or a teacher 'interested' in Drama will not be qualified to prepare learners for the rigour of subject content. The subject is not equivalent to the 'school concert'. It is a subject with high levels of drama skills and techniques as well as high levels of academic and theoretical concepts and content  3. Venue and Equipment: Dedicated Dramatic Arts rehearsal room/double classroom with wooden floor, 4 wooden Cubic's, 4 flats, Textbook, DVDs of Play Texts, Play Texts, learner workbook learner journal. Note the subject does NOT require lighting equipment, costumes and make up. The performances are in standard black track suit pants and t-shirts.  4. Academic excursion: The Principal Circuit Manager and teacher of the school must budget in the school's Norms and Standards for one ticket per learner, and arrange the attendance of														
Informal Assessment			ge the learners in diagno					-teaching.							
School Based Assessment (Formal Interna Assessment)	TASK 5 Performance Ass • Written Section	essment Task 3. (PAT on: Research/Essay. ( Section: Dramatic Ite	Γ) (25 marks)				Al th 1. 2.	All the detail of what, how, when and to which extend and level to set assessment / examinations, are stipulated in the following subject documents:  1. Curriculum and Assessment Policy Statement 2. Performance Assessment Task Guideline 3. Examination Guidelines							
		nination: Performance	e. (150 marks)												



## 2021 National Recovery. Annual Teaching Plan. DRAMATIC ARTS. Grade 12. Term 4

Term 4 48 days	Week 1 5 - 8 October (4 days)	Week 2 11 - 15 October (5 days)	Week 3 18 - 22 October (5 days)	25 - 29	ek 4 October lays)	Wee 5 - 8 O (4 d	ctober	Veek 6 9-13 5 days)	Week 7 16-20 (5 days)		Week 8 23-27 (5 days)	Week 9 30 Dec -3 Nov (5 days)	Week 10 6-10 November (5 days)
Topic 8	REVISION AND COI Grades 10, 11 and 1 principles, techniqu	2 content, concepts les and characteristi		, values, a	-	NCS. NSC. Final Internal National Formal Paper 1. Written Examination. (150 marks)							
Core Concepts, Skills, Knowledge, Values, attitudes and techniques	Procedural Thinking  Conceptual Thinking  Factual Thinking  ANALISING  ANALISING  ANALISING  ANALISING  ANALISING  APPLYING  A	Synthesise ideas from diffe sources or materials to cre new perspectives or a new original product  Judging the value of researchest, based on criteria standards, comparing idea identifying the strengths are weaknesses of scholarly weaknesses of	povelop, Find out, Formulate, Make up, Hypothesise, Plan, Formulate, Produce rch or	90%-100%  80%-90%  60%-79%  40%-59%  30%-39%	1	NATURALISING  ARTICULATING  PRECISION  MANIPULATING	A high level of creative and innovative performance is ac with actions becoming integrand second nature  Actions are performed in a harmonious and coordinated Actions are more precise but some errors. Precision is not perfection. It is to be clear, articulated, accurate, correc 'controlled', smooth and with Actions are performed from r and from instruction learnt  The learner is learning or has watch and copy instructions actions. Actions consist of co content, values, attitudes, ski techniques, characteristics a principles in the subject	Flawless, No errors, Create, Invent  Adapt, Combine, Master, Modify, Revise, Adjust, Customise, Solve vith still Perform skilfully, Proficient, Becoming an expert  Implement, Demonstrate, Re-create, Repert Perform, Execute, Present Repeat, Duplicate, Reproduce, Imitate	A+ A  B  C  D  E	95%-100% 90% - 95% 80% - 90% 70% - 79% 40% - 49% 40% - 49% 50% - 59% 20 % - 39% 10 - 19% 0 - 9%	creatively about the sur learn and assess on ever theoretical or practical, Bloom's: Remembering Dave's: Imitating, man Topic 8: Revision: Und Grades 10, 1	PS Curriculum aims to create learn bject knowledge they learn. To devery level of both, depending on withe taxonomies of:  Ing. understanding, applying, analy ipulating, precision, articulation are derstand, know, analyse, apply, evaluated and 12's content, concepts, skill inciples, techniques and characteristics.	velop thinking citizens, teach, hether the content is the sing, evaluation and creating ad naturalisation valuate and create with s, knowledge, values,
Requisite Pre- Knowledge	Grade 10, 11 and 12	Theoretical and Prac	tical Concepts, Skills	s, Content,	Values, At	titudes, Tecl		, Characteristic	cs		I		
Resources (other than textbook) to ensure effective learning, teaching and assessment	1. Curriculum Coverage: Hours: Every week, for a 5-day cycle per week, teachers MUST teach a minimum of 2 hours of Practical CKSV + a minimum of 2 hours of Theory CKSV + 1 hour minimum of rehearsals after school  2. Teacher qualification: Teachers who teach this subject must have a minimum of a three-year Bachelor's degree in Drama. This is a specialised subject with difficult theoretical concepts.  The Creative Arts teacher or a teacher 'interested' in Drama will not be qualified to prepare learners for the rigour of subject content. The subject is not equivalent to the 'school concert'. It is a subject with high levels of drama skills and techniques as well as high levels of academic and theoretical concepts and content  3. Venue and Equipment: Dedicated Dramatic Arts rehearsal room/double classroom with wooden floor, 4 wooden Cubic's, 4 flats, Textbook, DVDs of Play Texts, Play Texts, learner workbook learner journal. Note the subject does NOT require lighting equipment, costumes and make up. The performances are in standard black track suit pants and t-shirts.												
Informal Assessment	Educators must conti Educators must also								where	e re-teach	ning is required.		
School Based Assessment (Formal Internal Assessment)	TASK 7 End-of-Year Examir	nation: Written. (150		assessme 1. Curric 2. Perfor	etail of what, how, when and to which extend and level to set ent / examinations, are stipulated in the following subject documents: culum and Assessment Policy Statement ormance Assessment Task Guideline nination Guidelines						PROMOTION REQUIREMENTS:  1. SBA and PAT = 25 %  2. Final External, NCS. End-of-Year Examination: Written  3. Final External, NCS. End-of-Year Examination: Performance		